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SCHOLASTIC LEVEL OF NEW GRADUATE MATRICULANTS IN TEACHER EDUCATION AND IN ARTS AND SCIENCES, FALL SEMESTER 1965.

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THIS INQUIRY INTO THE SCHOLASTIC LEVEL OF TEACHER EDUCATION VERSUS OTHER STUDENTS EXAMINED THE RECORDS OF 2,660 FALL 1965 MATRICULANTS TO GRADUATE STUDY IN TEACHER EDUCATION AND IN ARTS AND SCIENCES IN THE FOUR SENIOR COLLEGES OF THE UNIVERSITY (BROOKLYN, CITY, HUNTER, AND QUEENS). ALTHOUGH THERE WAS SOME VARIATION AMONG THE FOUR COLLEGES, TAKEN TOGETHER, IT WAS FOUND THAT (1) AT LEAST THREE-FOURTHS OF THE MATRICULANTS MET THE MINIMUM ADMISSION REQUIREMENT OF A "B-" AVERAGE, (2) NEARLY TWO-THIRDS MAINTAINED A "B" AVERAGE IN GRADUATE COURSES IN THE MAJOR, (3) THERE WERE NO SUBSTANTIAL DIFFERENCES IN SCHOLASTIC LEVEL BETWEEN TEACHER EDUCATION AND ARTS AND SCIENCE STUDENTS OR BETWEEN THOSE WHOSE GRADUATE AND UNDERGRADUATE WORK WAS NOT DONE IN THE SAME COLLEGE OR BETWEEN CITY UNIVERSITY UNDERGRADUATES VERSUS THOSE FROM OTHER COLLEGES, (4) THERE WERE ONLY SMALL DIFFERENCES AMONG VARIOUS MAJORS WITHIN TEACHER EDUCATION, WHEREAS SCHOLASTIC AVERAGES RANGED SOMEWHAT MORE WIDELY FOR SPECIALIZATIONS WITHIN ARTS AND SCIENCES, AND (5) THE VARIOUS FINDINGS WERE HEAVILY INFLUENCED BY THE MORE THAN TWO-FIFTHS OF THE MATRICULANTS WHO WERE ADMITTED ON PROBATION WHO, FOR EXAMPLE, TENDED TO HAVE LOWER GRADE POINT AVERAGES. (RF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Once more we are indebted to Professor B. A. Liu for a penetrating and accurate statistical report. His analysis of the academic background of newly matriculated graduate students in the non Ph.D. programs at The City University of New York, both liberal arts and teacher education, provides a factual basis for evaluating the effectiveness of our selection procedures.

The last section of the report, "Some Tentative Conclusions," is particularly significant. I hope it gets the careful consideration it richly merits.

Harry N. Rivlin
Dean of Teacher Education

INTRODUCTION

Under the auspices of the Graduate Administrative Council and the Committee on Coordination of Teacher Education of The City University of New York, a study was conducted during the Spring semester of 1966, to ascertain the scholastic level of new graduate students, matriculated for the Master's degree or for advanced professional certificates in teacher education, at the four senior colleges of The University. It covers all students who were admitted and registered as new matriculants in the Fall semester of 1965 at City, Hunter, Brooklyn and Queens Colleges, not including the Bernard M. Baruch School of Business and Public Administration and the School of Engineering and Architecture at City College. Also excluded were candidates for the doctoral programs registered directly with the Graduate Division of The City University, and candidates for the degrees of Master of Science -- Nursing and Master of Social Work, both at Hunter College.

Full cooperation was given by the Deans of the Graduate Divisions and the Directors of Teacher Education concerned, as well as by the Registrars and Admissions Offices of the colleges who furnished photocopies of the students' transcripts and related information on which the findings are based. Special appreciation is due to the Office of Testing and Research at Brooklyn College for its valuable assistance in the processing of data collected for the study.

MATRICULATION REQUIREMENTS

The findings of this study should be reviewed in the light of specific requirements for graduate matriculation as published in the college bulletins. The following statements are extracted from the respective bulletins applicable to the academic year beginning in September 1965:

A. The City College: College of Liberal Arts and Science.

"Requirements for matriculation for the degrees Master of Arts and Master of Science.

"1. Indication of intention to work for the master's degree, and removal of all deficiencies, if any.

"2. The undergraduate record must present evidence of the applicants' ability to pursue graduate work successfully. In general, the minimum requirement shall be an average index of approximately B or the equivalent in the undergraduate field of specialization and an average of B minus in the undergraduate record as a whole. In addition to the general college requirements, the following departmental requirements must be met for matriculation...." (Graduate Division, Bulletin, 1965-66, p. 13, ff.)

B. The City College: School of Education.

"Admission for matriculation status. Full matriculation is open to graduates of colleges of recognized standing who are qualified to undertake graduate study by reason of previous preparation in both subject matter and professional fields as listed under the several specializations.... "Candidates are expected to meet acceptable standards in respect to academic record, health, character, and personality. They are also required to demonstrate a command of English, both written and oral, adequate to the demands of educational service....

"Matriculation with conditions. A student who is otherwise qualified but who has not completed the courses prerequisite to matriculation, may be admitted to matriculation with conditions, provided, however, that the deficiencies are not in excess of 12 credits of work in professional and subject matter courses combined...." (School of Education Bulletin, 1965-1966, p. 58.)

"General information for graduate students.

"1. Matriculation: ...In general, an overall average of B- and a specialization average of B are required for matriculation." (School of Education, Bulletin, 1965-1966, p. 74.)

C. Hunter College: Graduate Program in Teacher Education.

"Admission.

"...Admission is necessarily limited to candidates with reasonable prospects for success in teaching and in graduate study. The applicant's record of undergraduate work is evaluated, as is any graduate work which may have been completed elsewhere.

"Academic achievement above average in college work in general and in the candidate's teaching field is required. Students will also be required to demonstrate command of written and oral English and to meet acceptable standards of health, character and personality....

"...A satisfactory performance on the Graduate Record Examination (GRE) may also be required before a final determination of an applicant's ability is made....

"Matriculation with conditions.

"A student who is otherwise qualified but who has not completed the courses prerequisite to matriculation may be admitted to 'matriculation with conditions' under the following conditions:

"(1) His deficiencies do not exceed 12 credits.

"(2) He must begin work on conditions in the first semester and complete them in no more than three consecutive semesters." (Graduate Division, Bulletin, 1965-1966, p. 52, 53.)

D. Hunter College: Graduate Programs in Arts and Sciences.

"Admission.

"An applicant for admission to Hunter College as a regular student under the Master's programs must meet the following minimum requirements:

"1. A Bachelor of Arts degree or its equivalent from an accredited institution acceptable to Hunter College.

"2. Evidence of ability to pursue graduate work successfully. In general, the minimum requirements shall be an undergraduate average of B in the area in which the student wishes to specialize and an average of B minus in the undergraduate record as a whole.

"3. At least 18 credits of previous work in the area of specialization acceptable to the Graduate Study Committee and the department or departments concerned.

"4. The Graduate Record Examination (GRE) will be required of all students ...." (Graduate Division, Bulletin, 1965-1966, p. 124.)

E. Brooklyn College: Division of Graduate Studies.

"General matriculation requirements.

"An applicant for matriculation for a degree in the Division of Graduate Studies either in Liberal Arts and Sciences or in the Teacher Education Program must satisfy all the requirements for general admission and the college health requirements and in addition he is required:

"(a) to have an undergraduate scholastic index of at least 2.5 in the department in which he proposes to do his major work (a higher minimum index may be required by a department)....

"(b) to satisfy the course and other requirements listed below for the department in which he proposes to do his major work....

"An applicant for matriculation who satisfies the general admission requirements but who does not have an undergraduate scholastic index of 2.5 in the department or field in which he proposes to do his major work, or the higher index when required by the department, may qualify for matriculation in accordance with established departmental policy. Until accepted by a department, all students are classified as non-matriculants.

"Conditional matriculation.

"An applicant for matriculation in liberal arts and sciences who satisfies the general matriculation requirements except for specified departmental course requirements may be matriculated with conditions.

"An applicant for matriculation in the Teacher Education Program who satisfies the general matriculation requirements may be matriculated with conditions provided that he has completed all prerequisites for the course in methods and provided the deficiencies do not exceed 12 credits of work....

"Students matriculated with conditions will be allowed a maximum of three semesters for the removal of their conditions. Courses taken to remove matriculation conditions will not be credited toward a master's degree." (Division of Graduate Studies, Bulletin, 1965-1966, p. 26, 27.)

F. Queens College: Graduate Division

"Matriculation

"Master of Arts and Master of Library Science in Public Librarianship Programs.

"A student becomes matriculated when he fulfills the general requirements for admission and the departmental requirements for matriculation. The departmental requirements are listed with the course offerings of each department offering a master's program.

"Conditions: A student who is otherwise qualified, but whose undergraduate training is inadequate, may be admitted with six credits of conditions. Conditions must be removed within one year.

"Probation: Under exceptional circumstances, students with an undergraduate index of less than 2.75 may be admitted on probation. A student admitted on probation must maintain a B average for 15 credits or for one year, whichever is first, in order to attain full matriculated status. Students who fail to attain this status at the end of a year will not be permitted to continue.

"Master of Science in Education and Master of Library Science in School Librarianship Programs.

"A student becomes matriculated when he fulfills the general requirements for admission and the following additional requirements for matriculation:

"1. Sufficient work in an academic area and in professional education to have met the minimal requirements for a New York State Provisional Certificate.

"2. Freedom from physical defect or ailment which would interfere with efficient teaching.

"3. Satisfactory standards in speech, written English, and in character and personality....

"Conditions: A student may be matriculated with conditions when he is within six credits of meeting the requirements for matriculation.... Conditions must be removed within one year.

"Probation: A student with a grade point average of less than 2.75 may be matriculated on probation. A student admitted on probation must maintain a B average for 15 credits or for one year, whichever is first, in order to be permitted to continue." (Graduate Division, Bulletin, 1965-1966, p. 25, 26.)

COLLECTION OF DATA

Information concerning the scholastic level of the students included in the study was supplied by the colleges in the form of photocopies of the students' college transcripts, supplemented by appropriate listings, notations and other records concerning their matriculation status (e.g., whether matriculated with conditions, matriculated on probation, or matriculated on the basis of prior graduate study), and the program or specialization to which the students were admitted.

From these sources a data sheet was prepared for each student, containing coded information on the following items:

1. A serial number identifying the student, the college where matriculated, and whether he was matriculated in a teacher education or arts and sciences program;

2. A number identifying the area of specialization within either type of program. The following classification was adopted, based on the listing of programs and courses in the respective college bulletins:

Teacher Education Program:

(1) Elementary Education, including Early Childhood Education;

(2) Teaching of Academic Subjects (English, Foreign Languages, Mathematics, Sciences, Social Studies);

(3) Teaching of Special School Subjects (Art, Business, Health and Physical Education, Home Economics, Industrial Arts, Music, School Library);

(4) Special Education (Mentally Retarded, Physically Handicapped, Speech and Hearing Handicapped, Speech Improvement);

(5) School Services (Administration and Supervision, Adult and Community Education, Attendance and Child Welfare, Guidance and School Counseling, Psychological Services, Reading and Language Arts, School Psychologist).

Arts and Sciences Program:

(1) Anthropology	(HC)
(2) Anthropology and Sociology	(QC)
(3) Art	(CC, HC, BC, QC)
(4) Biology	(CC, HC, BC, QC)
(5) Chemistry	(CC, HC, BC, QC)
(6) Classics	(CC, HC, QC)
(7) Classics and Comparative Literature	(BC)

Arts and Sciences Program: (cont'd)

(8) Comparative Literature	(QC)
(9) Economics	(CC, HC, BC, QC)
(10) English	(CC, BC, QC)
(11) English and Comparative Literature	(HC)
(12) Geology	(BC)
(13) Geology and Geography	(QC)
(14) German	(HC, QC)
(15) Germanic and Slavic Languages	(CC)
(16) History	(CC, HC, BC, QC)
(17) International Relations	(CC)
(18) Library Science in Public Librarianship	(QC)
(19) Linguistics	(HC)
(20) Mathematics	(CC, HC, BC, QC)
(21) Modern Languages	(BC)
(22) Music	(CC, HC, BC, QC)
(23) New York Area Studies	(CC)
(24) Nutrition	(HC)
(25) Philosophy	(CC, HC, BC, QC)
(26) Physics	(CC, HC, BC, QC)
(27) Political Science	(CC, HC, BC, QC)
(28) Psychology	(CC, BC, HC, QC)
(29) Rehabilitation Counseling	(HC)
(30) Romance Languages	(CC, HC)
(31) Romance and Slavic Languages	(QC)
(32) Russian Area Studies	(CC, HC)
(33) Sociology	(CC, HC, BC, QC)
(34) Speech	(QC)
(35) Speech and Theatre	(HC, BC)

3. Classification of matriculation status:

(1) Matriculated without conditions;

(2) Matriculated with conditions;

(3) Matriculated on probation (QC);

(4) Matriculated on basis of prior graduate study.

4. The college or type of college where the student received his bachelor's degree:

(1) Same as college of graduate matriculation;

(2) One of the other senior colleges of The City University;

(3) Other college or university of above average "selectivity",*

(4) Any other institution.

5. Listing of all courses, excepting those in theology and physical education (the latter were included only for students majoring in health and physical education), identified as major, non-major, or graduate courses.

6. Numerical coding of grade recorded for each course, by the following scale:

0 = Failure or Incomplete;

1 = Grade of D or equivalent;

2 = Grade of C or equivalent;

3 = Grade of B or equivalent;

4 = Grade of A or equivalent.

[Pluses and minuses attached to letter grades were ignored.]

7. Number of semester hour or quarter hour credits assigned to each course.

The data sheets thus prepared were read by an IBM 1230 Optical Reader, resulting in two cards punched for each student's record. These cards were then processed on an IBM 1620 computer at the Office of Testing and Research, Brooklyn College. Computation of grade point averages and percentage distributions was mainly done by the computer. Tables were prepared from the computer print-out sheets furnished by the Office of Testing and Research.**

Provisional results of the study are presented on the following pages.

*See Astin, Who goes where to college? Table 13, column headed SEL, if score is 51 or higher.

**A few computations were done manually when additional transcripts were received after the computer run was completed.

SUMMARY OF FINDINGS

A. Number of New Graduate Matriculants.

A total of 2,718 transcripts were received from the four colleges, of which 58 were discarded because they were incomplete, illegible or from foreign institutions. The following summary is therefore based on the records of 2,660 new graduate matriculants, admitted and registered for the Fall semester of 1965. Of this number, 1,840 (69 per cent) were matriculated in teacher education programs and 820 (31 per cent) were matriculated in arts and sciences. Approximately three out of four students were matriculants either unconditionally or with certain conditions regarding prerequisite courses which the students must take in order to satisfy departmental requirements. There were 353 students matriculated on probation at Queens College. The remaining 323 students were admitted in all four colleges on the basis of prior graduate study. (See Table 1.)

Some indication of the selective process involved, at least in the case of students matriculated in Teacher Education Programs, may be derived from the fact that, for the Fall semester of 1965, the colleges had reported a total of 5,115 applications for admission to graduate study in teacher education. Only 3,149 (62 per cent) were accepted, with or without conditions. (See Appendix Table E.) Our group of 1,840 new graduate matriculants in teacher education would appear to represent less than 60 per cent of those accepted and less than 40 per cent of all applicants. However, since a considerable number of students may have applied simultaneously for admission to more than one of the colleges, the actual survival ratio is probably higher than these figures seem to show.

Among the four colleges, City College is seen to have the smallest number of new graduate matriculants in teacher education and in arts and sciences. It must be borne in mind, however, that we have excluded from this study all students matriculated for graduate study at the Baruch School of Business and Public Administration and at the School of Engineering and Architecture. Some of these latter groups of students may well have comparable characteristics to those included in the present study.

The proportion of teacher education students included in the study varies from 61 per cent at City College to 73 per cent at Brooklyn College. Hunter College, with 69 per cent in teacher education, and Queens College with 71 per cent, occupy intermediate positions in this respect. (For details, see Table 1, also Appendix Tables A-1, City College; B-1, Hunter College; C-1, Brooklyn College; D-1, Queens College.)

Table 1. New Graduate Matriculants in Teacher Education and in Arts and Sciences, Fall 1965, by Matriculation Status.

College and Program	Number of New Matriculants				
	Total	Without Conditions	With Conditions*	On Probation	On Basis of Graduate Study**
All Four Colleges	2660	1636	348	353	323
Teacher Education	1840	1032	280	262	266
Arts and Sciences	820	604	68	91	57
(% in T.E.)	(69%)	(63%)	(80%)	(74%)	(82%)
City College	400	221	150	-	29
Teacher Education	243	113	101	-	29
Arts and Sciences	157	108	49	-	...
(% in T.E.)	(61%)	(51%)	(67%)	.	...
Hunter College	771	469	156	-	146
Teacher Education	530	265	148	-	117
Arts and Sciences	241	204	8	-	29
(% in T.E.)	(69%)	(57%)	(95%)	.	(80%)
Brooklyn College	640	578	...	-	62
Teacher Education	468	424	...	-	44
Arts and Sciences	172	154	...	-	18
(% in T.E.)	(73%)	(73%)	...	.	(71%)
Queens College	849	368	42	353	86
Teacher Education	599	230	31	262	76
Arts and Sciences	250	138	11	91	10
(% in T.E.)	(71%)	(63%)	(74%)	(74%)	(88%)

*Information not available for Brooklyn College.
**Information not available for City College, Arts and Sciences.

B. Distribution of Matriculants by Overall Index.

As an index of scholastic level we may first take the overall (or cumulative) undergraduate grade point average of each student admitted on the basis of his undergraduate record. Excluding the 323 students reported to be admitted on the basis of prior graduate study, we assume that 2,337 students were in fact admitted on the basis of their undergraduate record. Of this number, about one in four (26 per cent) had an index of 3.0 or more, that is, an average grade of B or higher. The proportion of superior students, measured by this index, is notably higher (31 per cent) among the arts and sciences group than among the group in teacher education (24 per cent). If we consider all those with a grade point average of 2.7 or more as approximately equivalent to a B or higher standing, then somewhat more than half (54 per cent) of these students may be placed in this category. Among the arts and sciences group, the proportion is 57 per cent; among the teacher education students, 52 per cent.

Since, in general, students are acceptable for graduate matriculation if they have an overall grade point average of 2.5 or more, equivalent to a B minus average, we find about three-fourths (76 per cent) of the matriculants meeting this minimum standard. This proportion is not appreciably different between the arts and sciences group (77 per cent) and the teacher education group (76 per cent). There remains about one-fourth of the students (24 per cent) who seem to have been admitted with a grade point average below 2.5 (overall or cumulative). The majority of these cluster around the 2.4 - 2.2 level, with a sprinkling of students reaching down to the 2.1 - 2.0 level or lower.

Among the four colleges, however, there seems to be considerable variation in the distribution of the students by this index. While Hunter College, for instance, shows between 65 and 67 per cent with an index of 2.7 or higher, Brooklyn College has only between 36 and 40 per cent of its new matriculants at this level of scholastic standing. On the other hand, some 37 per cent of the Brooklyn College matriculants have an index below 2.5, as compared to Hunter College with 10 - 15 per cent, or City College with 13 - 20 per cent. Queens College, with a substantial number of matriculants on probation, has between 25 and 28 per cent with an overall grade point average below 2.5. (For details, see Table 2, also Appendix Tables A-2, A-3, City College; B-2, B-3, Hunter College; C-2, C-3, Brooklyn College; D-2, D-3, Queens College.)

Table 2. Distribution of New Graduate Matriculants by Overall Undergraduate Grade Point Average.

College and Program	Number of New Matriculants*	Percentage with Overall Undergraduate GPA			
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5
All Four Colleges	2337	26%	28%	22%	24%
Teacher Education	1574	24%	28%	23%	24%
Arts and Sciences	763	31%	26%	20%	23%
City College	371	30%	32%	22%	16%
Teacher Education	214	28%	34%	25%	13%
Arts and Sciences	157	32%	30%	18%	20%
Hunter College	625	35%	32%	22%	12%
Teacher Education	413	34%	33%	23%	10%
Arts and Sciences	212	36%	29%	20%	15%
Brooklyn College	578	16%	21%	26%	37%
Teacher Education	424	15%	21%	27%	37%
Arts and Sciences	154	19%	21%	23%	36%
Queens College	763	26%	28%	19%	27%
Teacher Education	523	22%	30%	20%	28%
Arts and Sciences	240	35%	23%	18%	25%

*Excluding matriculants admitted on basis of prior graduate study.

C. Mean Overall Indexes for Teacher Education Matriculants.

For all the 1,574 matriculants in teacher education, in the four colleges combined, their mean overall grade point average is 2.8, or approximately B level. Separately for each college, it is 2.8 for City College; 2.9 for Hunter; 2.6 for Brooklyn; and 2.7 for Queens. If the 262 matriculants on probation (in teacher education) are excluded, the mean GPA for the remaining 261 Queens matriculants is raised to 3.0, fully equivalent to the B level.

Classified by area of specialization within each college, the mean GPA for 12 Hunter matriculants in the School Services area (mainly Guidance and School Counseling) stands highest at 3.3, followed by the Academic Subjects group of 129 matriculants at Hunter with a mean index of 3.0. Other groups showing a mean index of 3.0 are found at Queens College when the probationary matriculants are excluded. The lowest group mean index (2.4) is found for 13 matriculants in Special Education at Brooklyn College. Next lowest mean GPA's, at 2.6, are found among the Elementary Education and Special Subjects groups at Brooklyn College, and for 8 matriculants in Special Education (Speech Improvement) at Queens College, including those matriculated on probation. (For details, see Table 3, also Appendix Tables A-2, City College; B-2, Hunter College; C-2, Brooklyn College; D-2, Queens College.)

Table 3. Mean Overall Undergraduate Grade Point Average of New Matriculants in Teacher Education, by Area of Specialization.

Area of Specialization	Number or Index	City College	Hunter College	Brooklyn College	Queens College	
					Including Probationers	Excluding Probationers
All Teacher Education*	(Number)	(214)	(413)	(424)	(523)	(261)
	Mean GPA	2.8	2.9	2.6	2.7	3.0
Elementary Education	(Number)	(50)	(176)	(259)	(241)	(119)
	Mean GPA	2.8	2.8	2.6	2.7	3.0
Academic Subjects	(Number)	(89)	(129)	(96)	(122)	(66)
	Mean GPA	2.8	3.0	2.8	2.8	3.0
Special Subjects	(Number)	(25)	(64)	(43)	(110)	(50)
	Mean GPA	2.9	2.8	2.6	2.7	3.0
Special Education	(Number)	(5)	(32)	(13)	(8)	(2)
	Mean GPA	2.8	2.8	2.4	2.6	2.9
School Services	(Number)	(45)	(12)	(13)	(42)	(24)
	Mean GPA	2.8	3.3	2.8	2.8	3.0

*Excluding matriculants admitted on basis of prior graduate study.

D. Mean Overall Indexes for Arts and Sciences Matriculants.

For all the 763 matriculants in arts and sciences, their mean overall grade point average is also 2.8, same as for the teacher education matriculants. Separately for each college, the group mean index for City College is 2.8; for Hunter College, 2.9; for Brooklyn College, 2.7; and for Queens College, 2.8. If the 91 matriculants on probation (in arts and sciences) are excluded, the mean GPA for the remaining 149 Queens matriculants is raised to 3.0.

Comparison of group indexes for arts and sciences matriculants, whether among the colleges or within each college by department, is rendered somewhat hazardous by the small numbers of students covered in many cases, and by the fact that departmental specialization and matriculation requirements vary notably among the four colleges and among the departments within each college. Nevertheless, we have put together, in Table 4, some group indexes for certain departments in each college where 10 or more matriculants are involved. (Group mean indexes for each department within each of the colleges may be found in Appendix Tables A-3, City; B-3, Hunter; C-3, Brooklyn; D-3, Queens.) It must be noted that where the number of matriculants in any department is extremely small, the group index is likely to be quite unstable and should be regarded with caution.

From Table 4 it may be seen that the highest group mean index (3.2) is found among 16 matriculants in English at Hunter College, and among 20 matriculants (excluding probationers) in English at Queens College. Indexes of 3.1 or 3.0 are found associated with matriculants in Psychology at City College, and Psychology at Queens College excluding probationers; in Romance Languages at Hunter and Queens; and additionally at Queens College, if probationers are excluded, among matriculants in History and Library Science (Public Librarianship).

The only group indexes less than 2.5 are found in Physics at Queens College; and in Sociology at Brooklyn College. In each case, no inter-comparison is implied, since there were fewer than 10 students involved in similar departments at the other colleges. Group indexes at the 2.5 - 2.6 level are found for Economics students at Brooklyn and Queens colleges; History students at Brooklyn; Political Science at Queens; and Speech and Theatre at Brooklyn. (For details, see Table 4, also Appendix Tables relating to each college.)

Table 4. Mean Overall Undergraduate Grade Point Average of New Matriculants in Arts and Sciences, by Departments (with 10 or more new matriculants).

Department	Number or Index	City College	Hunter College	Brooklyn College	Queens College Including Probationers	Queens College Excluding Probationers
All Arts and Sciences*	(Number)	(157)	(212)	(154)	(240)	(143)
	Mean GPA	2.8	2.9	2.7	2.8	3.0
Anthropology	(Number)	-	(20)	-	-	-
	Mean GPA	.	2.8	.	.	.
Art	(Number)	.	(28)	.	-	-
	Mean GPA	.	2.9	.	.	.
Biology	(Number)	.	(10)	.	(13)	(12)
	Mean GPA	.	2.9	.	2.8	2.0
Economics	(Number)	.	.	(12)	(16)	.
	Mean GPA	.	.	2.5	2.6	.
English	(Number)	(29)	(16)	(17)	(25)	(20)
	Mean GPA	2.9	3.2	2.7	3.1	3.2
History	(Number)	(16)	(19)	(24)	(35)	(19)
	Mean GPA	2.8	2.9	2.6	2.7	3.0
Library Science (Pub. Lib.)	(Number)	-	-	-	(22)	(13)
	Mean GPA	.	.	.	2.7	3.0
Mathematics	(Number)	.	(17)	(13)	.	.
	Mean GPA	.	2.8	2.9	.	.
Music	(Number)	.	.	.	(12)	.
	Mean GPA	.	.	.	3.1	.
Philosophy	(Number)	(17)	.	.	-	-
	Mean GPA	2.8	.	.	.	.
Physics	(Number)	.	.	.	(11)	.
	Mean GPA	.	.	.	2.4	.
Political Science	(Number)	.	.	(13)	(15)	.
	Mean GPA	.	.	2.7	2.6	.
Psychology	(Number)	(23)	(19)	(14)	(31)	(16)
	Mean GPA	3.0	2.9	2.9	2.9	3.1
Romance Languages	(Number)	(16)	(15)	.	(28)	(24)
	Mean GPA	2.9	3.0	.	3.0	3.1
Sociology	(Number)	.	.	(18)	.	.
	Mean GPA	.	.	2.4	.	.
Speech and Theatre	(Number)	-	(17)	(17)	(10)	.
	Mean GPA	.	2.9	2.6	2.9	.

*Excluding matriculants admitted on basis of prior graduate study.

E. Mean Overall Indexes by Type of Undergraduate College.

Is there any substantial difference in the average scholastic level of the new matriculants according to the type of institution from which they received their bachelor's degree? More particularly, is there any difference between those matriculants who are graduates of colleges within The City University and those who came from outside institutions? Furthermore, is there any difference between graduates of the "more selective" colleges and other types of institutions?

As a criterion for characterizing a college by its selectivity, we have made use of an "estimated selectivity" index developed by Astin and Holland and defined as follows:

"Estimated Selectivity (Ability Level of the Student Body) is defined as the total number of highly able students who want to enroll at the college divided by the number of freshmen admitted. Thus the greater the number of these bright students who apply, relative to the number of freshmen admitted, the more 'selective' an institution can be...." (Alexander W. Astin, Who goes where to college? Science Research Associates, 1965, p. 55.)

"Estimated selectivity" scores are thus found for each of 1,015 four-year colleges and universities in the United States, as listed in the reference cited above. We have further chosen to identify as "more selective" all institutions showing an "estimated selectivity" index of 51 or more (where the mean is 50, with a standard deviation of 10).* We have then classified our graduate matriculants in four categories:

(a) Graduates of the same college where matriculated for graduate work;

(b) Graduates of one of the other three senior colleges of The City University;

(c) Graduates of other "more selective" colleges;

(d) Graduates of all other colleges.

There is almost complete similarity in the mean scholastic level of matriculants in the first and second categories, that is, graduates from one of The City University colleges. Those in the third and fourth categories, that is, graduates from other than City University colleges, also show a high degree of similarity between them, but tend to have a mean grade point average slightly higher (2.8) than the graduates from City University colleges (2.7). Again, there is some variability among the four colleges, but the differences between the teacher education and arts and sciences matriculants are minimal. (For details, see Table 5, also Appendix Tables A-4, City College; B-4, Hunter College; C-4, Brooklyn College; D-4, Queens College.)

*According to this source, the estimated selectivity index for City College is 60; Hunter College, 52; Brooklyn College, 59; Queens College, 58.

Table 5. Mean Overall Undergraduate Grade Point Average of New Graduate Matriculants, by Type of Undergraduate College.

College and Program	Number of New Matriculants*	Mean Overall Undergraduate GPA: All New Matriculants	Own College Graduates	Other CUNY Graduates	Other "Selective" Colleges	All Other Colleges
All Four Colleges	2337	2.8	2.7	2.7	2.8	2.8
Teacher Education	1574	2.8	2.7	2.7	2.8	2.8
Arts and Sciences	763	2.8	2.8	2.7	2.8	2.9
City College	371	2.8	2.8	2.8	2.9	2.9
Teacher Education	214	2.8	2.8	2.7	2.9	2.9
Arts and Sciences	157	2.8	2.8	2.8	2.9	2.8
Hunter College	625	2.9	2.8	2.9	3.0	3.0
Teacher Education	413	2.9	2.8	2.9	3.0	2.9
Arts and Sciences	212	2.9	2.9	2.8	2.9	3.1
Brooklyn College	578	2.6	2.6	2.6	2.7	2.6
Teacher Education	424	2.6	2.6	2.6	2.7	2.6
Arts and Sciences	154	2.7	2.6	2.6	2.7	2.7
Queens College	763	2.8	2.7	2.7	2.8	2.9
Teacher Education	523	2.7	2.7	2.7	2.8	2.8
Arts and Sciences	240	2.8	2.7	2.8	2.9	3.0

*Excluding matriculants admitted on basis of prior graduate study.

F. Distribution of Matriculants by Major Index.

As a second index of scholastic level we have computed a grade point index for each matriculant, taking into consideration only those undergraduate courses which are relevant to his graduate field of specialization. We shall refer to this as the major grade point average. For all teacher education matriculants in Elementary Education (including Early Childhood Education) and in Special Education for handicapped children, all undergraduate courses taken in education are included in their major index. For those matriculants specializing in the teaching of academic and special school subjects, only the undergraduate courses in their respective subject-matter fields are included in this index. In the case of matriculants for various programs in the area of School Services, the major index is computed on both their undergraduate courses in education and certain other courses relevant to their field of specialization (for example, psychology, sociology and statistics). For all matriculants in arts and sciences, as a rule the major index is computed on all undergraduate courses in their respective fields of specialization. Exceptionally, no major index is computed for master's degree candidates in public librarianship at Queens College, and for a small number of other matriculants whose undergraduate transcripts do not show any courses specifically related to their graduate field of specialization. Table 6 shows, for the four colleges as a whole, that 63 per cent of all matriculants have a major index of 3.0 or higher; 87 per cent have an index of 2.7 or higher. Among teacher education matriculants, 60 per cent are in the highest category and 87 per cent in the two highest categories combined. Among arts and sciences matriculants the respective proportions are 69 and 86 per cent. Some 13 per cent of all matriculants show a major index below 2.7, of which 5 per cent have an index lower than 2.5.

Among the colleges, Hunter again stands out with 75 per cent of its matriculants having a major index of 3.0 or higher, followed by City (62 per cent), Queens (62 per cent), and Brooklyn (53 per cent). Indexes of 2.7 or higher are found for 95 per cent of Hunter matriculants; between 84 and 85 per cent in the other three colleges. Only 1 per cent of the Hunter matriculants in teacher education and 2 per cent in arts and sciences fall below the 2.5 level; while in the other colleges this category includes between 3 and 9 per cent of the respective groups of matriculants. (For details, see Table 6, also Appendix Tables for each college.)

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G. Mean Major Indexes for Teacher Education Matriculants.

Using the undergraduate major index as a criterion, most of the teacher education groups within each college have group mean indexes close to 3.0. At Hunter College, each group, except that in Special Education, has a group mean index of 3.2 or higher. At Queens College, while the group mean indexes for matriculants including the probationers also stand close to 3.0, they tend to rise to 3.2 or higher when the probationary matriculants are excluded. It may be remarked in passing that, if the major indexes for the Academic Subjects and Special Subjects groups had been calculated with the inclusion of education courses (in addition to their subject-matter courses), the resulting group means would have been almost identical to those shown in Table 7. In individual cases, the inclusion or exclusion of education courses in the major index may either raise or lower the index slightly, if at all. (For details, see Table 7 and Appendix Tables for each college.)

Table 7. Mean undergraduate major grade point average of new matriculants in Teacher Education, by Area of Specialization.

Area of Specialization	Number or Index	City College	Hunter College	Brooklyn College	Queens College	
					Including Probationers	Excluding Probationers
All Teacher Education	(Number)*	(212)	(413)	(423)	(521)	(261)
	Mean Major GPA	3.0	3.2	3.0	3.0	3.2
Elementary Education	(Number)	(49)	(176)	(258)	(241)	(119)
	Mean Major GPA	3.1	3.2	3.0	3.1	3.3
Academic Subjects	(Number)	(89)	(129)	(96)	(122)	(66)
	Mean Major GPA	3.0	3.2	2.9	2.9	3.0
Special Subjects	(Number)	(25)	(64)	(43)	(108)	(50)
	Mean Major GPA	3.0	3.2	3.0	3.0	3.2
Special Education	(Number)	(5)	(32)	(13)	(8)	(2)
	Mean Major GPA	3.1	3.1	2.9	3.0	3.2
School Services	(Number)	(44)	(12)	(13)	(42)	(24)
	Mean Major GPA	3.1	3.4	3.0	3.0	3.2

*Excluding matriculants admitted on basis of graduate study and those for whom undergraduate major GPA's were not calculated.

H. Mean Major Indexes for Arts and Sciences Matriculants.

Whereas the mean major index for all departments combined in each of the colleges comes to 3.1 or higher, some differences may be noted as regards individual departments within each of the colleges. We shall again concentrate our attention on those departments which had 10 or more new matriculants in the Fall of 1965. The highest group mean indexes (3.4 - 3.5) are shown for the department of Romance Languages at each college, followed by the departments of Speech and Theatre (3.2 - 3.4), English (3.1 - 3.4), Psychology (2.9 - 3.4), and History (3.0 - 3.2). Those departments with 10 or more new matriculants and showing group mean indexes lower than 2.9 are Biology at Queens (including probationers); Economics at Brooklyn; Physics and Political Science at Queens (including probationers); and Sociology at Brooklyn.

Again we would suggest due caution in the comparison of these group means which are based on rather small numbers of matriculants. One student, for example, with an individual index of 4.0 could raise appreciably a group average which might otherwise have been well below 3.0, as we suspect may have happened in some instances in our study. (For details, see Table 8; and for all departments, including those with less than 10 new matriculants, see Appendix Tables for each college.)

Table 8. Mean Undergraduate Major Grade Point Average of New Matriculants in Arts and Sciences, by Departments (with 10 or more new matriculants).

Department	Number or Index	City College	Hunter College	Brooklyn College	Queens College	
					Including Probationers	Excluding Probationers
All Departments	(Number)*	(157)	(212)	(154)	(218)	(136)
	Mean Major GPA	3.2	3.2	3.1	3.2	3.3
Anthropology	(Number)	-	(20)	-	-	-
	Mean Major GPA	.	3.3	.	.	.
Art	(Number)	.	(28)	.	-	-
	Mean Major GPA	.	3.2	.	.	.
Biology	(Number)	.	(10)	.	(13)	(12)
	Mean Major GPA	.	3.2	.	2.8	2.9
Economics	(Number)	.	.	(12)	(16)	.
	Mean Major GPA	.	.	2.5	2.9	.
English	(Number)	(29)	(16)	(17)	(25)	(20)
	Mean Major GPA	3.1	3.3	3.1	3.3	3.4
History	(Number)	(16)	(19)	(24)	(35)	(19)
	Mean Major GPA	3.2	3.2	3.0	3.0	3.2
Mathematics	(Number)	.	(17)	(13)	.	.
	Mean Major GPA	.	3.2	3.0	.	.
Music	(Number)	.	.	.	(12)	.
	Mean Major GPA	.	.	.	3.1	.
Philosophy	(Number)	(17)	.	.	-	-
	Mean Major GPA	3.2	.	.	.	.
Physics	(Number)	.	.	.	(11)	.
	Mean Major GPA	.	.	.	2.5	.
Political Science	(Number)	.	.	(13)	(15)	.
	Mean Major GPA	.	.	3.2	2.6	.
Psychology	(Number)	(23)	(19)	(14)	(31)	(16)
	Mean Major GPA	3.4	3.3	3.3	2.9	3.1
Romance Languages	(Number)	(16)	(15)	.	(28)	(24)
	Mean Major GPA	3.4	3.5	.	3.5	3.5
Sociology	(Number)	.	.	(18)	.	.
	Mean Major GPA	.	.	2.8	.	.
Speech & Theatre	(Number)	-	(17)	(17)	(10)	.
	Mean Major GPA	.	3.2	3.2	3.4	.

*Excluding matriculants admitted on basis of graduate study, and those for whom undergraduate major GPA's were not calculated.

I. Indexes for Matriculants Admitted on Basis of Prior Graduate Study.

In the preceding sections we have presented data relating to those matriculants who had been admitted on the basis of their undergraduate record. In addition, 323 new matriculants, whose undergraduate scholastic indexes were for the large part below norm, had been admitted on the basis of satisfactory graduate work done prior to their matriculation. Table 9 shows that the mean overall undergraduate index for this group as a whole is about 2.5. Their undergraduate major index is about 2.6 (for 57 matriculants in arts and sciences) or 2.7 (for 266 matriculants in teacher education). Their mean index on prior graduate study, on the basis of which they were admitted, is 3.2 (for the teacher education group) or 3.3 (for the arts and sciences group).

In the case of 29 teacher education matriculants at City College, the respective mean indexes are 2.3 (overall undergraduate), 2.6 (undergraduate major) and 3.1 (graduate). At Brooklyn College, 44 teacher education graduates show respective mean indexes of 2.4, 2.6 and 3.2. At Hunter and Queens Colleges, the teacher education groups have mean indexes of 2.5, 2.8 and 3.2.

The picture is roughly similar in the case of matriculants in arts and sciences at Hunter, Brooklyn and Queens. Information in this regard was not available for City College matriculants in arts and sciences, but there is no reason to believe that it would have been different from the situation at the other three colleges. (For details, see Table 9.)

Table 9. Mean Grade Point Averages of New Matriculants Admitted on Basis of Prior Graduate Study.

College and Program	Matriculants Admitted on Basis of Prior Graduate Study			
	Number	Mean Overall GPA	Mean Major GPA	Mean Graduate GPA
All Four Colleges	323	2.5	2.7	3.2
Teacher Education	266	2.5	2.7	3.2
Arts and Sciences	57	2.5	2.6	3.3
City College	29	2.3	2.6	3.1
Teacher Education	29	2.3	2.6	3.1
Arts and Sciences*	...	...	...	...
Hunter College	146	2.5	2.7	3.2
Teacher Education	117	2.5	2.8	3.2
Arts and Sciences	29	2.5	2.6	3.3
Brooklyn College	62	2.4	2.6	3.2
Teacher Education	44	2.4	2.6	3.2
Arts and Sciences	18	2.5	2.7	3.2
Queens College	86	2.5	2.8	3.2
Teacher Education	76	2.5	2.8	3.2
Arts and Sciences	10	2.4	2.6	3.1

*Information not available.

SOME TENTATIVE CONCLUSIONS

We shall now attempt to outline some tentative conclusions which may be derived from the present study. We shall raise some hypothetical questions and indicate plausible answers to them based on our analysis of the data presented in the preceding section.

1. Are the four colleges consistently applying their stated minimum requirements for matriculation of graduate students?

(a) If we take a minimum overall undergraduate grade point average of 2.5 as equivalent to a B minus level, our data show that, by and large, the stated minimum requirements have been met by at least three out of four new matriculants in the Fall semester of 1965. At Hunter College, this proportion is about seven out of eight; at City College, about five out of six; at Queens College, slightly less than three out of four. Brooklyn College, which has not stated a minimum requirement on the applicant's undergraduate record as a whole, shows more than one-third of its new matriculants to have been admitted on a scholastic index below 2.5. Excluding Brooklyn College, approximately four out of five matriculants at the other three colleges combined have been admitted on a scholastic index not less than 2.5 (see Table 2).

(b) If we take a minimum major grade point average of 2.7 as equivalent to an "approximately" B level in those courses relevant to the applicant's field of specialization in graduate study, then nearly nine out of ten matriculants have met this standard. In the case of Hunter College, this proportion is 95 per cent. At the other three colleges it is about 85 per cent. However, as Brooklyn College has only stated a minimum requirement of 2.5 in the major field, 95 per cent of its matriculants seem to have met this standard (see Table 6).

(c) If, however, a minimum major index of 3.0 were to be required, as equivalent to a full B average, then the proportion of matriculants satisfying this criterion would be less than two-thirds for all four colleges combined. Even at Hunter College only 75 per cent of its Fall 1965 new matriculants would have met this standard. At Brooklyn College, this proportion would have been only 53 per cent (see Table 6).

2. Is there any significant difference in the application of stated minimum standards as between matriculants in the teacher education programs and those in the arts and sciences departments?

(a) As regards the overall index, taking 2.5 as the minimum standard for matriculation, there is no appreciable difference between the teacher education and the arts and sciences matriculants of the four colleges combined. However, at City College, only 13 per cent of the teacher education matriculants, but about 20 per cent of the arts and sciences matriculants, are found to fall below this minimum standard. Some of the below-standard matriculants

in arts and sciences at City College may in fact have been admitted on the basis of higher averages obtained in prior graduate study, but we do not have precise information on this point. At Hunter College also, the proportion of matriculants admitted below the 2.5 level in arts and sciences (15 per cent) seems to be substantially higher than the proportion of teacher education matriculants admitted at that level (10 per cent). At Brooklyn and Queens Colleges, there is a slightly higher proportion of matriculants below the 2.5 level admitted to teacher education programs than those admitted to arts and sciences departments. The situation at Queens College is somewhat complicated by the fact that these figures include matriculants admitted "on probation", of which there are many more, both in absolute and relative numbers, in the teacher education than in the arts and sciences group (see Tables 1 and 2).

As regards the major index, if we use the 2.7 minimum as a criterion, again there is no substantial difference between the teacher education and arts and sciences groups concerning the proportions who were admitted below the minimum standard, over the four colleges taken together. At City and Hunter Colleges, these proportions are somewhat higher among the arts and sciences group than among the teacher education matriculants. The same reservation has to be made about City College as regards the possibility that some of the below-standard students in arts and sciences were in fact admitted on the basis of prior graduate study. In the case of Hunter College, the numbers of students involved are actually too small to invite meaningful comparison of the percentages (see Table 6 and Appendix Tables for each college).

(c) However, if we apply a 3.0 major index as a criterion, Hunter College shows the same proportion (75 per cent) of matriculants meeting this standard among both the teacher education and the arts and sciences groups. Excluding Hunter College, the proportion of what might be called "superior" students (index of 3.0 and over) is generally higher among the arts and sciences group than among the teacher education group (see Table 6).

3. Is there any difference in the application of matriculation standards according to the type of college from which the student received his undergraduate degree?

There is no apparent difference in the mean overall index of graduate matriculants who had received their bachelor's degrees from the same college where they applied for graduate study, as compared to those who had received their degrees from one of the other senior colleges of The City University. Among those who had received their degrees from an institution outside The City University, in most cases there was little or no difference between graduates of those institutions assumed to be more "selective" and graduates of all other institutions. However, there seems to be a tendency for graduates of institutions outside The City University to show a slightly higher mean overall index than graduates within The City University. The only instances where the selectivity factor may have played a part in the matriculation procedure seems to be among the arts and sciences matriculants at Hunter and Queens Colleges, where the mean

overall index of matriculants from "all other colleges" is shown to be higher than for any other group of matriculants according to their college of origin (see Table 5).

4. Is there any difference, within the teacher education programs, as to the mean scholastic level of matriculants by area of specialization?

(a) Using the mean overall index as a criterion, there is very little difference to be noted among matriculants in the areas of elementary education, secondary academic subjects, special school subjects, special education for the handicapped, and school services. The only group which stands out above others seems to be 12 students at Hunter College in the area of school services (Guidance and School Counseling) who show a mean group index of 3.3, higher than for any other teacher education group in any of the colleges (see Table 3).

(b) Using the mean major index as a criterion, again no substantial difference is shown by groups of teacher education matriculants classified by area of specialization. The Hunter College school services group once more stands out with a mean group index of 3.4 in their major fields (see Table 7).

5. Is there any difference, within the arts and sciences matriculants, as to the mean scholastic level of matriculants by departments?

(a) In the four colleges combined, all arts and sciences matriculants have been classified by a total of 35 departments, some of which are common to all four colleges, some to two or three colleges, and some existing only at one of the colleges. Due to the large number of departments concerned and the relatively small numbers of students in some departments, we have attempted comparison only among those departments having ten or more new graduate matriculants in Fall 1965. On this basis, those departments showing a mean overall index of its matriculants at 3.0 or higher are Psychology at City College; English and Romance Languages at Hunter College; English, Music and Romance Languages at Queens College. Also at Queens College, if matriculants on probation are excluded, a mean index of 3.0 or higher is shown for History, Library Science (Public Librarianship), and Psychology. The range of mean indexes by department extends from 3.2 (English at Hunter, and at Queens, excluding probationers) to 2.4 (Sociology at Brooklyn, and Physics at Queens, including probationers). (See Table 4.)

(b) Using the mean major index as a criterion, the departments showing the highest mean indexes (3.3 or higher) are: Psychology and Romance Languages at City; English, Psychology and Romance Languages at Hunter; Psychology at Brooklyn; English, Romance Languages and Speech and Theatre at Queens. The mean major indexes by department range from 3.5 (Romance Languages at Hunter and Queens) to 2.5 (Economics at Brooklyn and Physics at Queens). (See Table 8.)

6. What are the apparent effects of the probationary matriculation procedure at Queens College on the scholastic indexes of all graduate matriculants?

Queens College is the only one in The City University which admits graduate students to matriculation on probation if their overall undergraduate grade point average is less than 2.75. A total of 353 students were matriculated on probation in Fall 1965, constituting some 42 per cent of all new graduate matriculants for that session (44 per cent of all new matriculants in teacher education; 36 per cent in arts and sciences). Nevertheless, the proportion of all new matriculants with an overall index under 2.7 is seen to be about 46 per cent (48 per cent among teacher education matriculants; 43 per cent among arts and sciences matriculants). Evidentally a small number of students still managed to be fully matriculated at Queens College even with an index below 2.7. In comparison, at City and Hunter Colleges, the proportion of all new matriculants with an overall index below 2.7 is seen to be respectively 38 and 34 per cent. At Brooklyn College, where no general minimum requirement of an overall index is stated, the proportion of all new matriculants with an index below 2.7 is found to be as much as 63 per cent. Hence, other considerations aside, the practice of admitting students to probationary matriculation does seem to have increased, though perhaps not unduly, the proportion of below standard students in terms of a minimum requirement at the 2.7 level (see Tables 1 and 2).

In the calculation of mean indexes for various groups, by area of specialization or by department, we have shown two sets of indexes for Queens College, one including and the other excluding the probationers. Obviously the exclusion of probationers, in almost every case, has the effect of raising each group index concerned. (See Tables 3, 4, 7, 8 and Appendix Tables for Queens College).

7. What are the respective levels of scholastic standing of those students matriculated on the basis of prior graduate study?

At each college, a number of students have been admitted to matriculation on the basis of prior graduate study. In the Fall of 1965, a total of 323 students (12 per cent of all new matriculants) were reported in this category. The mean overall index for these students was about 2.5; their mean major index was about 2.7. The mean index on their prior graduate study was about 3.2. The picture seems to be similar at each of the four colleges. We have, of course, no data on the grade level achieved by these or any of the other new matriculants in their graduate courses taken subsequent to their matriculation (see Table 9).

8. What are the limitations of this study, conceptually and technically?

In the first place, only one cohort of students are covered, namely, all students admitted to graduate study as matriculants, and who registered at one of the four colleges in the Fall of 1965. We have no basis on which to affirm or deny the adequacy of this cohort of 2,660 students to represent all the graduate students who are now attending, or who in the past have attended, the four colleges as matriculants in either the teacher education or arts and sciences programs.

Secondly, we have collected and analyzed only the quantitative records of these 2,660 students based on their undergraduate transcripts (and for 323 of them, also their record of graduate study prior to matriculation). We have not gone into the question of qualitative requirements for matriculation, nor have we taken into consideration other factors which may have had a bearing on their matriculation (such as Graduate Record Examinations, professors' recommendations, availability of places for new matriculants within departments).

Finally, in spite of careful checking, at various stages of our work, for accuracy and consistency of data, and reasonableness of interpretation, we are aware that human errors, compounded by machine errors, may still affect to an unknown degree the reliability of the findings and their interpretation.

A P P E N D I C E S

A. CITY COLLEGE

Table A-1. Number of New Graduate Matriculants Admitted and Registered in Fall 1965, in Teacher Education and in Arts and Sciences, by Category of Matriculation Status.

Table A-2. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Area of Specialization.

Table A-3. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Department.

Table A-4. Number of New Graduate Matriculants by Type of Undergraduate College and Their Mean Overall Undergraduate Grade Point Average.

Table A-5. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Undergraduate Major Grade Point Average; Mean Major GPA by Area of Specialization.

Table A-6. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Undergraduate Major Grade Point Average; Mean Major GPA by Department.

B. HUNTER COLLEGE
(Tables B-1 to B-6, as for City College.)

C. BROOKLYN COLLEGE
(Tables C-1 to C-6, as for City College.)

D. QUEENS COLLEGE
(Tables D-1 to D-6, as for City College.)

E. Applicants for graduate matriculation in Teacher Education 1965-1966: number and percentage accepted.

Table A-1. CITY COLLEGE. Number of New Graduate Matriculants Admitted and Registered in Fall 1965, in Teacher Education and in Arts and Sciences, by Category of Matriculation Status.

Matriculation Status	Number of New Matriculants			Percentage in Teacher Education
	Total	Teacher Education	Arts and Sciences	
All categories	400	243	157	60.8%
Matriculated without conditions	221	113	108	51.1%
Matriculated with conditions	150	101	49	67.3%
Matriculated on probation	-	-	-	.
Matriculated on basis of prior graduate study*	29	29	...	...

*Information not available for new matriculants in Arts and Sciences.

Table A-2. CITY COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Overall Undergraduate GPA 3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Mean Overall GPA
All Teacher Education	214* (100%)	60 (28%)	73 (34%)	53 (25%)	28 (13%)	2.8
Elementary Education	50 (100%)	13 (26%)	16 (32%)	15 (30%)	6 (12%)	2.8
Academic Subjects	89 (100%)	23 (26%)	33 (37%)	19 (21%)	14 (16%)	2.8
Special School Subjects	25 (100%)	11 (44%)	3 (12%)	9 (36%)	2 (8%)	2.9
Special Education	5 (100%)	1 (20%)	2 (40%)	2 (40%)	-	2.8
School Services	45 (100%)	12 (27%)	19 (42%)	8 (18%)	6 (13%)	2.8

*Excluding matriculants admitted on basis of prior graduate study.

Table A-3. CITY COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Department.

Department	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Arts and Sciences	157 (100%)	50 (32%)	47 (30%)	29 (18%)	31 (20%)	2.8
Art	6 (100%)	-	2 (33%)	-	4 (67%)	2.4
Biology	6 (100%)	-	2 (33%)	1 (17%)	3 (50%)	2.5
Chemistry	2 (100%)	-	-	1 (50%)	1 (50%)	2.5
Economics	7 (100%)	-	2 (29%)	1 (14%)	4 (57%)	2.5
English	29 (100%)	10 (34%)	9 (31%)	8 (28%)	2 (7%)	2.9
German	1 (100%)	-	1 (100%)	-	-	2.9
History	16 (100%)	6 (38%)	7 (44%)	1 (6%)	2 (12%)	2.8
International Relations	2 (100%)	1 (50%)	1 (50%)	-	-	3.4
Mathematics	9 (100%)	1 (11%)	1 (11%)	5 (56%)	2 (22%)	2.6
Music	2 (100%)	1 (50%)	1 (50%)	-	-	3.0
Philosophy	17 (100%)	6 (35%)	4 (23%)	4 (23%)	3 (18%)	2.8
Physics	4 (100%)	1 (25%)	1 (25%)	1 (25%)	1 (25%)	2.7
Political Science	8 (100%)	1 (12%)	3 (38%)	1 (12%)	3 (38%)	2.7
Psychology	23 (100%)	14 (61%)	6 (26%)	1 (4%)	2 (9%)	3.0
Romance Languages	16 (100%)	6 (38%)	4 (25%)	4 (25%)	2 (12%)	2.9
Russian Area Studies	6 (100%)	2 (33%)	2 (33%)	1 (17%)	1 (17%)	2.9
Sociology	3 (100%)	1 (33%)	1 (33%)	-	1 (33%)	2.7

Table A-4. CITY COLLEGE. Number of New Graduate Matriculants by Type of Undergraduate College and Their Mean Overall Undergraduate Grade Point Average.

Type of Undergraduate College	All New Matriculants*		Teacher Education		Arts and Sciences	
	Number	Mean GPA	Number	Mean GPA	Number	Mean GPA
All Types of Colleges	371	2.8	214	2.8	157	2.8
City College	179	2.8	98	2.8	81	2.8
Other colleges of CUNY	63	2.8	44	2.7	19	2.8
Other "selective" institutions**	97	2.9	50	2.9	47	2.9
All other colleges	32	2.9	22	2.9	10	2.8

*Excluding matriculants admitted on basis of prior graduate study.
**Institutions with score of 51 or more on an "estimated selectivity scale" as defined in Astin, Who goes where to college?

Table A-5. CITY COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Undergraduate Major Grade Point Average; Mean Major GPA by Area of Specialization.

Area or Specialization	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Teacher Education	212* (100%)	119 (56%)	64 (30%)	23 (11%)	6 (3%)	3.0
Elementary Education	49 (100%)	28 (57%)	15 (31%)	5 (10%)	1 (2%)	3.1
Academic Subjects	89 (100%)	43 (48%)	35 (39%)	8 (9%)	3 (3%)	3.0
Special School Subjects	25 (100%)	13 (52%)	7 (28%)	4 (16%)	1 (4%)	3.0
Special Education	5 (100%)	4 (80%)	-	1 (20%)	-	3.1
School Services	44 (100%)	31 (70%)	7 (16%)	5 (11%)	1 (2%)	3.1

*Excluding matriculants admitted on basis of prior graduate study, and 2 others for whom no major GPA's were calculated.

Table A-6. CITY COLLEGE. Distribution of New Graduate Matrieulants in Arts and Sciences, by Department and by Undergraduate Major Grade Point Average; Mean Major GPA by Department.

Department	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Arts and Sciences	157 (100%)	111 (71%)	21 (13%)	16 (10%)	9 (6%)	3.2
Art	6 (100%)	3 (50%)	2 (33%)	-	1 (17%)	3.0
Biology	6 (100%)	-	1 (17%)	2 (33%)	3 (50%)	2.4
Chemistry	2 (100%)	-	-	-	2 (100%)	2.5
Economics	7 (100%)	4 (57%)	-	2 (29%)	1 (14%)	3.0
English	29 (100%)	19 (66%)	4 (14%)	5 (17%)	1 (3%)	3.1
German	1 (100%)	1 (100%)	-	-	-	3.2
History	16 (100%)	14 (88%)	2 (12%)	-	-	3.2
International Relations	2 (100%)	2 (100%)	-	-	-	3.6
Mathematics	9 (100%)	4 (44%)	2 (22%)	3 (33%)	-	3.0
Music	2 (100%)	2 (100%)	-	-	-	3.2
Philosophy	17 (100%)	12 (71%)	4 (23%)	1 (6%)	-	3.2
Physics	4 (100%)	1 (25%)	3 (75%)	-	-	3.0
Political Science	8 (100%)	6 (75%)	1 (12%)	1 (12%)	-	3.1
Psychology	23 (100%)	23 (100%)	-	-	-	3.4
Romance Languages	16 (100%)	14 (88%)	2 (12%)	-	-	3.4
Russian Area Studies	6 (100%)	4 (67%)	-	1 (17%)	1 (17%)	3.1
Sociology	3 (100%)	2 (67%)	-	1 (33%)	-	3.3

Table B-1. HUNTER COLLEGE. Number of New Graduate Matriculants Admitted and Registered in Fall 1965, in Teacher Education and in Arts and Sciences, by Category of Matriculation Status.

Matriculation Status	Number of New Matriculants			Percentage in Teacher Education
	Total	Teacher Education	Arts and Sciences	
All categories	771	530	241	68.7%
Matriculated without conditions	469	265	204	56.5%
Matriculated with conditions	156	148	8	94.9%
Matriculated on probation	-	-	-	.
Matriculated on basis of prior graduate study	146	117	29	80.1%

Table B-2. HUNTER COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Teacher Education	413* (100%)	141 (34%)	138 (33%)	94 (23%)	40 (10%)	2.9
Elementary Education	176 (100%)	41 (23%)	68 (39%)	48 (27%)	19 (11%)	2.8
Academic Subjects	129 (100%)	63 (49%)	41 (32%)	17 (13%)	8 (6%)	3.0
Special School Subjects	64 (100%)	18 (28%)	18 (28%)	20 (31%)	8 (13%)	2.8
Special Education	32 (100%)	7 (22%)	11 (34%)	9 (28%)	5 (16%)	2.8
School Services	12 (100%)	12 (100%)	-	-	-	3.3

*Excluding matriculants admitted on basis of prior graduate study.

Table B-3. HUNTER COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Department.

Department	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Arts and Sciences	212* (100%)	77 (36%)	62 (29%)	42 (20%)	31 (15%)	2.9
Anthropology	20 (100%)	6 (30%)	5 (25%)	4 (20%)	5 (25%)	2.8
Art	28 (100%)	10 (36%)	9 (32%)	6 (21%)	3 (11%)	2.9
Biology	10 (100%)	2 (20%)	5 (50%)	1 (10%)	2 (20%)	2.9
Chemistry	8 (100%)	3 (38%)	2 (25%)	1 (12%)	2 (25%)	2.8
Classics	1 (100%)	-	1 (100%)	-	-	2.9
Economics	5 (100%)	1 (20%)	-	3 (60%)	1 (20%)	2.7
English & Comparative Lit.	16 (100%)	12 (75%)	4 (25%)	-	-	3.2
History	19 (100%)	8 (42%)	7 (37%)	3 (16%)	1 (5%)	2.9
Linguistics	4 (100%)	-	3 (75%)	1 (25%)	-	2.8
Mathematics	17 (100%)	5 (29%)	5 (29%)	1 (6%)	6 (35%)	2.8
Music	5 (100%)	1 (20%)	2 (40%)	1 (20%)	1 (20%)	2.8
Philosophy	4 (100%)	1 (25%)	-	1 (25%)	2 (50%)	2.6
Physics	3 (100%)	-	-	1 (33%)	2 (67%)	2.4
Political Science	9 (100%)	3 (33%)	4 (44%)	-	2 (22%)	2.9
Psychology	19 (100%)	8 (42%)	3 (16%)	6 (32%)	2 (10%)	2.9
Rehabilitation Counseling	3 (100%)	1 (33%)	1 (33%)	-	1 (33%)	2.8
Romance Languages	15 (100%)	7 (47%)	4 (27%)	4 (27%)	-	3.0
Russian Area Studies	2 (100%)	-	1 (50%)	1 (50%)	-	2.7
Sociology	7 (100%)	3 (43%)	1 (14%)	3 (43%)	-	2.9
Speech & Theatre	17 (100%)	6 (35%)	5 (29%)	5 (29%)	1 (6%)	2.9

*Excluding matriculants admitted on basis of prior graduate study.

Table B-4. HUNTER COLLEGE. Number of New Graduate Matriculante by Type of Undergraduate College and Their Mean Overall Undergraduate Grade Point Average.

Type of Undergraduate College	All New Matriculants*		Teacher Education		Arts and Sciences	
	Number	Mean GPA	Number	Mean GPA	Number	Mean GPA
All Types of Colleges	625	2.9	413	2.9	212	2.9
Hunter College	274	2.8	201	2.8	73	2.9
Other colleges of CUNY	76	2.9	45	2.9	31	2.8
Other "selective" institutions**	220	3.0	135	3.0	85	2.9
All other colleges	55	3.0	32	2.9	23	3.1

*Excluding matriculants admitted on basis of prior graduate study.
**Institutions with score of 51 or more on an "estimated selectivity scale" as defined in Astin, Who goes where to college?

Table B-5. HUNTER COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Undergraduate Major Grade Point Average; Mean Major GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Teacher Education	413* (100%)	311 (75%)	84 (20%)	14 (3%)	4 (1%)	3.2
Elementary Education	176 (100%)	137 (78%)	34 (19%)	4 (2%)	1 (1%)	3.2
Academic Subjects	129 (100%)	96 (74%)	27 (21%)	3 (2%)	3 (2%)	3.2
Special School Subjects	64 (100%)	45 (70%)	16 (25%)	3 (5%)	-	3.2
Special Education	32 (100%)	22 (69%)	7 (22%)	3 (9%)	-	3.1
School Services	12 (100%)	11 (92%)	-	1 (8%)	-	3.4

*Excluding matriculants admitted on basis of prior graduate study.

Table B-6. HUNTER COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Undergraduate Major Grade Point Average; Mean Major GPA by Department.

Department	Number or Per Cent	Undergraduate Major GPA: 3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Mean Major GPA
All Arts and Sciences	212* (100%)	159 (75%)	38 (18%)	11 (5%)	4 (2%)	3.2
Anthropology	20 (100%)	16 (80%)	3 (15%)	1 (5%)	-	3.3
Art	28 (100%)	23 (82%)	4 (14%)	-	1 (4%)	3.2
Biology	10 (100%)	8 (80%)	2 (20%)	-	-	3.2
Chemistry	8 (100%)	3 (38%)	2 (25%)	2 (25%)	1 (12%)	2.9
Classics	1 (100%)	1 (100%)	-	-	-	3.1
Economics	5 (100%)	3 (60%)	1 (20%)	1 (20%)	-	2.9
English & Comparative Lit.	16 (100%)	14 (88%)	2 (12%)	-	-	3.3
History	19 (100%)	13 (68%)	6 (32%)	-	-	3.2
Linguistics	4 (100%)	2 (50%)	1 (25%)	1 (25%)	-	2.9
Mathematics	17 (100%)	13 (76%)	2 (12%)	2 (12%)	-	3.2
Music	5 (100%)	4 (80%)	1 (20%)	-	-	3.3
Philosophy	4 (100%)	1 (25%)	2 (50%)	1 (25%)	-	2.9
Physics	3 (100%)	-	-	2 (67%)	1 (33%)	2.6
Political Science	9 (100%)	6 (67%)	3 (33%)	-	-	3.3
Psychology	19 (100%)	15 (79%)	3 (16%)	1 (5%)	-	3.3
Rehabilitation Counseling	3 (100%)	1 (33%)	1 (33%)	-	1 (33%)	2.8
Romance Languages	15 (100%)	14 (93%)	1 (7%)	-	-	3.5
Russian Area Studies	2 (100%)	1 (50%)	1 (50%)	-	-	3.3
Sociology	7 (100%)	6 (86%)	1 (14%)	-	-	3.4
Speech & Theatre	17 (100%)	15 (88%)	2 (12%)	-	-	3.2

*Excluding matriculants admitted on basis of prior graduate study.

Table C-1. BROOKLYN COLLEGE. Number of New Graduate Matriculants Admitted and Registered in Fall 1965, in Teacher Education and in Arts and Sciences, by Category of Matriculation Status.

Matriculation Status	Number of New Matriculants			Percentage in Teacher Education
	Total	Teacher Education	Arts and Sciences	
All categories	640	468	172	73.1%
Matriculated without conditions	578	424	154	73.4%
Matriculated with conditions*	...	...	...	...
Matriculated on probation	-	-	-	.
Matriculated on basis of prior graduate study	62	44	18	71.0%

*Information not available.

Table C-2. BROOKLYN COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Teacher Education	424* (100%)	64 (15%)	88 (21%)	115 (27%)	157 (37%)	2.6
Elementary Education	259 (100%)	26 (10%)	56 (22%)	71 (27%)	106 (41%)	2.6
Academic Subjects	96 (100%)	29 (30%)	18 (19%)	23 (24%)	26 (27%)	2.8
Special Subjects	43 (100%)	6 (14%)	8 (19%)	15 (35%)	14 (33%)	2.6
Special Education	13 (100%)	-	1 (8%)	5 (38%)	7 (54%)	2.4
School Services	13 (100%)	3 (23%)	5 (38%)	1 (8%)	4 (31%)	2.8

*Excluding matriculants admitted on basis of prior graduate study.

Table C-3. BROOKLYN COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Department.

Department	Number or Per Cent	Overall Undergraduate GPA 3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Mean Overall GPA
All Arts and Sciences	154* (100%)	30 (19%)	33 (21%)	35 (23%)	56 (36%)	2.7
Art	1 (100%)	1 (100%)	-	-	-	3.3
Biology	1 (100%)	-	1 (100%)	-	-	3.0
Chemistry	7 (100%)	1 (14%)	1 (14%)	2 (29%)	3 (43%)	2.7
Classics & Comparative Lit.	1 (100%)	1 (100%)	-	-	-	3.1
Economics	12 (100%)	-	3 (25%)	4 (33%)	5 (42%)	2.5
English	17 (100%)	5 (29%)	2 (12%)	4 (24%)	6 (35%)	2.7
Geology	1 (100%)	-	-	-	1 (100%)	2.1
History	24 (100%)	2 (8%)	5 (21%)	8 (33%)	9 (38%)	2.6
Mathematics	13 (100%)	5 (38%)	3 (23%)	3 (23%)	2 (15%)	2.9
Modern Languages	4 (100%)	1 (25%)	2 (50%)	1 (25%)	-	2.9
Music	3 (100%)	3 (100%)	-	-	-	3.1
Philosophy	7 (100%)	1 (14%)	-	1 (14%)	5 (71%)	2.5
Physics	1 (100%)	-	1 (100%)	-	-	2.8
Political Science	13 (100%)	2 (15%)	5 (38%)	2 (15%)	4 (31%)	2.7
Psychology	14 (100%)	5 (36%)	7 (50%)	1 (7%)	1 (7%)	2.9
Sociology	18 (100%)	1 (6%)	-	6 (33%)	11 (61%)	2.4
Speech & Theatre	17 (100%)	2 (12%)	3 (18%)	3 (18%)	9 (53%)	2.6

*Excluding matriculants admitted on basis of prior graduate study.

Table C-4. BROOKLYN COLLEGE. Number of New Graduate Matriculants by Type of Undergraduate College and Their Mean Overall Undergraduate Grade Point Average.

Type of Undergraduate College	All New Matriculants*		Teacher Education		Arts and Sciences	
	Number	Mean GPA	Number	Mean GPA	Number	Mean GPA
All Types of Colleges	578	2.6	424	2.6	154	2.7
Brooklyn College	332	2.6	267	2.6	65	2.6
Other colleges of CUNY	48	2.6	28	2.6	20	2.6
Other "selective" institutions**	115	2.7	71	2.7	44	2.7
All other colleges	83	2.6	58	2.6	25	2.7

*Excluding matriculants admitted on basis of prior graduate study.
**Institutions with score of 51 or more on an "estimated selectivity scale" as defined in Astin, Who goes where to college?

Table C-5. BROOKLYN COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Undergraduate Major Grade Point Average; Mean Major GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Teacher Education	423* (100%)	213 (50%)	147 (35%)	45 (11%)	18 (4%)	3.0
Elementary Education	258 (100%)	134 (52%)	92 (36%)	22 (9%)	10 (4%)	3.0
Academic Subjects	96 (100%)	47 (49%)	28 (29%)	16 (17%)	5 (5%)	2.9
Special School Subjects	43 (100%)	20 (47%)	17 (40%)	5 (12%)	1 (2%)	3.0
Special Education	13 (100%)	5 (38%)	5 (38%)	2 (15%)	1 (8%)	2.9
School Services	13 (100%)	7 (54%)	5 (38%)	-	1 (8%)	3.0

*Excluding matriculants admitted on basis of prior graduate study, and 1 other for whom no major GPA was calculated.

Table C-6. BROOKLYN COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Undergraduate Major Grade Point Average; Mean Major GPA by Department.

Department	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	
All Arts and Sciences	154* (100%)	91 (59%)	37 (24%)	13 (8%)	13 (8%)	3.1
Art	1 (100%)	1 (100%)	-	-	-	3.6
Biology	1 (100%)	1 (100%)	-	-	-	3.1
Chemistry	7 (100%)	1 (14%)	2 (29%)	1 (14%)	3 (43%)	2.7
Classics & Comparative Lit.	1 (100%)	1 (100%)	-	-	-	3.2
Economics	12 (100%)	6 (50%)	3 (25%)	3 (25%)	-	2.9
English	17 (100%)	11 (65%)	6 (35%)	-	-	3.1
Geology	1 (100%)	1 (100%)	-	-	-	3.0
History	24 (100%)	11 (46%)	9 (38%)	3 (13%)	1 (4%)	3.0
Mathematics	13 (100%)	7 (54%)	3 (23%)	1 (8%)	2 (15%)	3.0
Modern Languages	4 (100%)	3 (75%)	-	1 (25%)	-	3.3
Music	3 (100%)	3 (100%)	-	-	-	3.4
Philosophy	7 (100%)	2 (29%)	3 (43%)	2 (29%)	-	2.9
Physics	1 (100%)	1 (100%)	-	-	-	3.7
Political Science	13 (100%)	8 (62%)	4 (31%)	1 (8%)	-	3.2
Psychology	14 (100%)	14 (100%)	-	-	-	3.3
Sociology	18 (100%)	8 (44%)	3 (17%)	1 (6%)	6 (33%)	2.8
Speech & Theatre	17 (100%)	12 (71%)	4 (24%)	-	1 (6%)	3.2

*Excluding matriculants admitted on basis of prior graduate study.

Table D-1. QUEENS COLLEGE. Number of New Graduate Matriculants Admitted and Registered in Fall 1965, in Teacher Education and in Arts and Sciences, by Category of Matriculation Status.

Matriculation Status	Number of New Matriculants			Percentage in Teacher Education
	Total	Teacher Education	Arts and Sciences	
All categories	849	599	250	70.6%
Matriculated without conditions	368	230	138	62.5%
Matriculated with conditions	42	31	11	73.8%
Matriculated on probation	353	262	91	74.2%
Matriculated on basis of prior graduate study	86	76	10	88.4%

Table D-2. QUEENS COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA	
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Incl. Probationers	Excl. Probationers
All Teacher Education	523* (100%)	113 (22%)	158 (30%)	107 (20%)	145 (28%)	2.7	3.0
Elementary Education	241 (100%)	45 (19%)	80 (33%)	44 (18%)	72 (30%)	2.7	3.0
Academic Subjects	122 (100%)	29 (24%)	37 (30%)	29 (24%)	27 (22%)	2.8	3.0
Special School Subjects	110 (100%)	27 (25%)	29 (26%)	20 (18%)	34 (31%)	2.7	3.0
Special Education	8 (100%)	-	2 (25%)	4 (50%)	2 (25%)	2.6	2.9
School Services	42 (100%)	12 (29%)	10 (24%)	10 (24%)	10 (24%)	2.8	3.0

*Excluding matriculants admitted on basis of prior graduate study.

Table D-3. QUEENS COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Overall Undergraduate Grade Point Average; Mean Overall GPA by Department.

Department	Number or Per Cent	Overall Undergraduate GPA				Mean Overall GPA	
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Incl. Probationers	
All Arts and Sciences	240* (100%)	83 (35%)	55 (23%)	43 (18%)	59 (25%)	2.8	3.0
Biology	13 (100%)	7 (54%)	2 (15%)	2 (15%)	2 (15%)	2.8	2.9
Chemistry	6 (100%)	-	1 (17%)	2 (33%)	3 (50%)	2.4	2.6
Economics	16 (100%)	2 (13%)	4 (25%)	3 (19%)	7 (44%)	2.6	3.0
English	25 (100%)	14 (56%)	5 (20%)	4 (16%)	2 (8%)	3.1	3.2
German	3 (100%)	2 (67%)	-	-	1 (33%)	3.2	3.5
History	35 (100%)	8 (23%)	11 (31%)	6 (17%)	10 (29%)	2.7	3.0
Library Science (Pub. Lib.)	22 (100%)	6 (27%)	7 (32%)	2 (9%)	7 (32%)	2.7	3.0
Mathematics	6 (100%)	3 (50%)	3 (50%)	-	-	3.1	3.1
Music	12 (100%)	7 (58%)	3 (25%)	1 (8%)	1 (8%)	3.1	3.2
Physics	11 (100%)	2 (18%)	-	1 (9%)	8 (73%)	2.4	2.9
Political Science	15 (100%)	3 (20%)	2 (13%)	2 (13%)	8 (53%)	2.6	2.9
Psychology	31 (100%)	14 (45%)	3 (10%)	9 (29%)	5 (16%)	2.9	3.1
Romance Languages	28 (100%)	13 (46%)	8 (29%)	6 (21%)	1 (4%)	3.0	3.1
Sociology	7 (100%)	-	2 (29%)	1 (14%)	4 (57%)	2.5	2.7
Speech	10 (100%)	2 (20%)	4 (40%)	4 (40%)	-	2.9	2.9

*Excluding matriculants admitted on basis of prior graduate study.

Table D-4. QUEENS COLLEGE. Number of New Graduate Matriculants by Type of Undergraduate College and Their Mean Overall Undergraduate Grade Point Average.

Type of Undergraduate College	All New Matriculants*		Teacher Education		Arts and Sciences	
	Number	Mean GPA	Number	Mean GPA	Number	Mean GPA
All Types of Colleges	763	2.8	523	2.7	240	2.8
Queens College	290	2.7	199	2.7	91	2.7
Other colleges of CUNY	145	2.7	107	2.7	38	2.8
Other "selective" institutions**	244	2.8	156	2.8	88	2.9
All other colleges	84	2.9	61	2.8	23	3.0

*Excluding matriculants admitted on basis of prior graduate study.
**Institutions with score of 51 or more on an "estimated selectivity scale" as defined in Astin, Who goes where to college?

Table D-5. QUEENS COLLEGE. Distribution of New Graduate Matriculants in Teacher Education, by Area of Specialization and by Undergraduate Major Grade Point Average; Mean Major GPA by Area of Specialization.

Area of Specialization	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA	
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Incl. Probationers	Excl.
All Teacher Education	521* (100%)	302 (58%)	132 (25%)	39 (7%)	48 (9%)	3.0	3.2
Elementary Education	241 (100%)	158 (66%)	50 (21%)	12 (5%)	21 (9%)	3.1	3.3
Academic Subjects	122 (100%)	50 (41%)	48 (39%)	14 (11%)	10 (8%)	2.9	3.0
Special School Subjects	108 (100%)	68 (63%)	19 (18%)	6 (6%)	15 (14%)	3.0	3.2
Special Education	8 (100%)	4 (50%)	2 (25%)	1 (13%)	1 (13%)	3.0	3.2
School Services	42 (100%)	22 (52%)	13 (31%)	6 (14%)	1 (2%)	3.0	3.2

*Excluding matriculants admitted on basis of prior graduate study and 2 others for whom no major GPA's were calculated.

Table D-6. QUEENS COLLEGE. Distribution of New Graduate Matriculants in Arts and Sciences, by Department and by Undergraduate Major Grade Point Average; Mean Major GPA by Department.

Department	Number or Per Cent	Undergraduate Major GPA				Mean Major GPA	
		3.0 & Over	2.7-2.9	2.5-2.6	Under 2.5	Incl. Probationers	Excl. Probationers
All Arts and Sciences	218* (100%)	153 (70%)	29 (13%)	19 (9%)	17 (8%)	3.2	3.3
Biology	13 (100%)	9 (69%)	3 (23%)	-	1 (8%)	3.1	3.1
Chemistry	6 (100%)	1 (17%)	2 (33%)	1 (17%)	2 (33%)	2.6	2.8
Economics	16 (100%)	7 (44%)	3 (19%)	4 (25%)	2 (13%)	2.9	3.4
English	25 (100%)	19 (76%)	5 (20%)	1 (4%)	-	3.3	3.4
German	3 (100%)	3 (100%)	-	-	-	3.6	3.9
History	35 (100%)	21 (60%)	5 (14%)	7 (20%)	2 (6%)	3.0	3.2
Mathematics	6 (100%)	5 (83%)	1 (17%)	-	-	3.2	3.2
Music	12 (100%)	12 (100%)	-	-	-	3.4	3.4
Physics	11 (100%)	2 (18%)	1 (9%)	-	8 (73%)	2.5	3.0
Political Science	15 (100%)	10 (67%)	2 (13%)	2 (13%)	1 (7%)	3.1	3.4
Psychology	31 (100%)	23 (74%)	5 (16%)	3 (10%)	-	3.3	3.5
Romance Languages	28 (100%)	28 (100%)	-	-	-	3.5	3.5
Sociology	7 (100%)	5 (71%)	-	1 (14%)	1 (14%)	3.2	3.4
Speech	10 (100%)	8 (80%)	2 (20%)	-	-	3.4	3.5

*Excluding matriculants admitted on basis of prior graduate study; also excluding 22 matriculants in Library Science (Public Librarianship) for whom no Undergraduate Major GPA's were calculated.

Table E. Applicants for Graduate Matriculation in Teacher Education, 1965-1966: Number and Percentage Accepted.

College and Area of Specialization	Fall 1965			Spring 1966		
	No. of Applicants	Accepted No.	%	No. of Applicants	Accepted No.	%
All Four Colleges	5115	3149	62	3462	2160	62
City College	841	416	49	642	374	58
Elementary Education	169	102	60	178	118	66
Academic Subjects	292	142	49	225	134	60
Special Subjects	94	48	51	97	48	49
Special Education	14	7	50	12	6	50
School Services	272	117	43	130	68	52
Hunter College	1327	734	55	1103	558	51
Elementary Education	454	307	68	464	266	57
Academic Subjects	447	213	48	308	120	39
Special Subjects	216	117	54	198	104	53
Special Education	79	46	58	72	36	50
School Services	131	51	39	61	32	52
Brooklyn College	1470	996	68	890	642	72
Elementary Education	653	541	83	462	396	86
Academic Subjects	390	213	55	283	146	52
Special Subjects	168	111	66	97	60	62
Special Education	61	28	46	40	34	85
School Services	198	103	52	8	6	75
Queens College	1477	1003	68	827	586	71
Elementary Education	462	398	86	362	304	84
Academic Subjects	329	216	66	192	100	52
Special Subjects	279	207	74	262	171	65
Special Education	8	8	100	10	10	100
School Services	316	142	45	1	1	100
Internship	83	32	39	-	-	-

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